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ИСТИҚБОЛЛИ ЙўНАЛИШЛАРИ  
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# RAQAMLI IQTISODIYOT VA AXBOROT TEKNOLOGIYALARI

2023

ELEKTRON ILMIY JURNALI / MAXSUS SON

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## МУНДАРИЖА:

<b>Шарипов К.А., Ишназаров А.И.</b>	ИҚТИСОДИЙ ЎСИШГА ИНВЕСТИЦИЯ ОҚИМЛАРИ ТАЪСИРИНИ ЭКОНОМЕТРИК ТАДҚИҚ ҚИЛИШ . . . . .	6
<b>Eshov M.P., Nasirkhodjaeva D.S.</b>	IMPACT OF THE DEVELOPMENT DIGITAL ECONOMY ON THE SOCIO-ECONOMIC DEVELOPMENT OF THE COUNTRY . . . . .	14
<b>Abdurahmanova G.Q., Mirzaliyev S.M.</b>	OLIV TA'LIM TRANSFORMATSIYASINING TASHKILY-IQTISODIY MEKANIZMLARI . . . . .	25
<b>Гулямов С.С., Шермухамедов А.Т.</b>	ПРОБЛЕМЫ РАЗВИТИЯ ЦИФРОВОЙ ЭКОНОМИКИ В УЗБЕКИСТАНЕ . . . . .	28
<b>Abdullayev M.K., Qulmatova S.S.</b>	LOYIHALASH JARAYONLARIDA AXBOROT-KOMMUNIKATSIYA TEKNOLOGIYALARIDAN FOYDALANISHDA DIZAYN MUAMMOLARI . . . . .	34
<b>Абидов А.А.</b>	ДИАГНОСТИРОВАНИЕ ЭКОНОМИЧЕСКОЙ СИСТЕМЫ В УСЛОВИЯХ ВОЗМУЩАЮЩЕГО ВОЗДЕЙСТВИЯ СРЕДЫ . . . . .	40
<b>Юлдашев А.А.</b>	ЛОГИСТИКА СОҲАСИДА БЛОКЧЕЙН ТЕХНОЛОГИЯЛАРИНИ ҚЎЛЛАШ САМАРАДОРЛИГИ . . . . .	47
<b>Yakubova Sh.Sh.</b>	DIGITAL DEVELOPMENT AND THE NATURE OF DIGITAL ASSETS	56
<b>Ergashodjayeva Sh.Dj.</b>	RAQAMLI IQTISODIYOT SHAROITIDA XARIDORLAR MA'LUMOTLARI MAXFIYLIGINI TA'MINLASH: MUAMMOLAR VA YECHIMLAR . . . . .	64
<b>Xashimxodjayev Sh.I., Zhukovskaya I.E.</b>	DIGITAL TECHNOLOGIES ARE A STRONG BASIS FOR THE SOCIO-ECONOMIC DEVELOPMENT OF THE COUNTRY . . . .	72
<b>Амридинова Д.Т., Курбанова С.А.</b>	ЦИФРОВАЯ ЭКАНОМИКА И ОНЛАЙН ОБРАЗОВАНИЯ В УЗБЕКИСТАНЕ . . . . .	79
<b>Fayziyeva Kh., Tursunov Kh., Khidirova M., Kulmanov T., Zikriyoev A.</b>	GROWING UP IN A CONNECTED WORLD: INTERNET USAGE DYNAMIC IS DIGITAL AGE OR HUMAN CAPITAL DEVELOPMENT? . . . . .	88
<b>Fayziyeva M.X.</b>	TIJORAT BANKLARI TAKLIF ETGAN RAQAMLI TEKNOLOGIYALARDAN FOYDALANISHNI BAHOLASH . . . . .	104
<b>Qobilov A.O', Abdulaxatov M.M., Rajabov Sh.B., Zokirov S.Z.</b>	ASSOTSIATIV QOIDALAR VA BOZOR SAVATLARINING TAHLILI ..	115
<b>Ризакулов Ш.Ш.</b>	БЛОКЧЕЙН ТЕХНОЛОГИИ В ЭКОНОМИКЕ: НА ПРИМЕРЕ ЭЛЕКТРОННОГО ПРАВИТЕЛЬСТВО . . . . .	121
<b>Назарова Р.Р., Нигматуллаева Г.Н.</b>	СОВРЕМЕННОЕ СОСТОЯНИЕ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ ЭЛЕКТРОЭНЕРГЕТИЧЕСКОЙ ОТРАСЛИ УЗБЕКИСТАНА . . . . .	126
<b>Meyliev O.R., Gofurova K.X.</b>	THE ROLE OF ELECTRONIC COMMERCE IN THE DIGITAL ECONOMY . . . . .	132



<b>Ma'murov B.X.</b>	RAQAMLASHTIRISH SHAROITIDA HUDUDLAR IQTISODIYOTI TARKIBIY TUZILMASINI TAKOMILLASHTIRISHNING MOHIYATI VA UNING OMILLARI .....	142
<b>Гаипов Ж.Б.</b>	ВЛИЯНИЕ ЦИФРОВИЗАЦИИ ПЛАТЕЖНЫХ СИСТЕМ НА ПРИБЫЛЬНОСТЬ КОММЕРЧЕСКИХ БАНКОВ .....	150
<b>Maxmudov S.B.</b>	MILLIY IQTISODIYOTDA EKSPORT AMALIYOTIGA TA'SIR ETUVCHI OMILLARNI EKONOMETRIK TAHLILINI BAHOLASH ...	160
<b>Nursaidov N.Y., Vafoev B.R.</b>	PROBLEM OF LIMITED ACCESS TO THE INTERNET IN MOBILE LEARNING .....	172
<b>Хидирова Б.И.</b>	РАҚАМЛИ ИҚТИСОДИЁТНИ ШАКЛЛАНТИРИШГА НАЗАРИЙ ЁНДАШУВЛАР .....	179
<b>Xalilova N.K.</b>	O'ZBEKISTON SHAROITIDA XARIDORLARNI BOSHQARISH JARAYONLARINI RAQAMLASHTIRISH ISTIQBOLLARI .....	187
<b>Рахматова Ш.О.</b>	РАҚАМЛИ ТРАНСФОРМАЦИЯ ШАРОИТИДА БИЗНЕСНИНГ ҚЎШИЛГАН ҚИЙМАТИНИ БАҲОЛАШНИ ТАКОМИЛЛАШТИРИШ .....	196
<b>Axmedova S.I.</b>	RAQAMLI IQTISODIYOTDA SANOAT KORXONALARINING ISHLAB CHIQRISH SAMARADORLIGINI OSHIRISH BO'YICHA HORIJYIY MAMLAKATLAR TAJRIBASI .....	203
<b>Мирзарахимова А.Б.</b>	СОҒЛИҚНИ САҚЛАШ ТИЗИМИНИ РАҚАМЛАШТИРИШДА ЭЛЕКТРОН ТИББИЙ ЁЗУВЛАРНИНГ РОЛИ .....	209
<b>Abdurakhmonov A.A.</b>	O'ZBEKISTONDA RAQAMLASHTIRISH TENDENSIYALARI VA UNDAGI MAVJUD MUAMMOLAR .....	215
<b>Abduraxmanova Z.T.</b>	O'ZBEKISTONDA OZIQ-OVQAT MAHSULOTLARI ISHLAB CHIQRISHNI RIVOJLANTIRISHDA RAQAMLI TRANSFORMATSIYALARNING O'RNI .....	223
<b>Mustafakulov O'U.</b>	STATISTIKA TIZIMIDAGI RAQAMLI PLATFORMALARNI BAHOLASH VA ULARNI TANLASH .....	232
<b>Tal'atova D.B.</b>	RAQAMLI TENGSIZLIKNI BARQARORLASHTIRISHNING IQTISODIY O'SISHDAGI O'RNI .....	238
<b>Nabiyeva F.O.</b>	RAQAMLI BANKING: QIYINCHILIKLAR, RIVOJLANAYOTGAN TEXNOLOGIYA TENDENSIYALARI VA KELAJAKDAGI TADQIQOTLAR .....	244
<b>Yax'yayev O.Y.</b>	"JUST IN TIME" XALQARO MENEJMENT MODEL, O'RGANILISHI, AMALIYOTI, RIVOJLANGAN DAVLATLAR TAJRIBASI .....	254
<b>Yuldashov I.S., Ro'ziev N.I.</b>	RAHBARNING BOSHQARUV KOMPETENTLIGINI SHAKLLANTIRISH MEKANIZMLARINI O'RGANISHNING KONSEPTUAL ASOSLARI .....	260
<b>Tўраева Н.О.</b>	КИЧИК БИЗНЕС СУБЪЕКТЛАРИДА РАҚАМЛИ ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШНИНГ ИЛМИЙ-НАЗАРИЙ ЖИХАТЛАРИ .....	265
<b>Muzaffarova D.M.</b>	TASHKILOTNING FUNKSIONAL OPERATSIYALARINI RAQAMLI TRANSFORMATSIYA QILISH YO'LLARI .....	275

<b>Rustamova M.M.</b>	<b>KOTLIN TILIDA YARATILGAN XIZMAT SIFATINI BAHOLOVCHI “SAFE MOBILE” ILOVASI .....</b>	<b>285</b>
<b>Zikirullaeva N.</b>	<b>THE ROLE OF GOVERNMENT POLICIES IN ATTRACTING DIRECT FOREIGN INVESTMENTS .....</b>	<b>294</b>
<b>Anvarova M.M.</b>	<b>RAQAMLI TRANSFORMATSIYA JARAYONINING KICHIK VA O‘RTA BIZNES KORXONALARIGA ASOSIY TA‘SIRI .....</b>	<b>305</b>
<b>Parpieva R.A., Norboyeva N.E., Anvarova M.M.</b>	<b>IMPROVING MEDIA LITERACY USING DIGITAL TECHNOLOGIES IN PROFESSIONAL EDUCATION .....</b>	<b>311</b>

**РАҚАМЛИ ИҚТИСОДИЁТ ВА АХБОРОТ ТЕХНОЛОГИЯЛАРИ**  
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Нашр қилинаётган “Рақамли иқтисодиёт ва ахборот технологиялари” электрон, илмий журнали Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссиясининг 2023 йил 31 январдаги 332/6-сон қарори билан Иқтисодиёт фанлари бўйича “Фан доктори” илмий даражасига талабгорларнинг диссертация ишлари, илмий натижалари юзасидан илмий мақолалар эълон қилиниши лозим бўлган Республика илмий журналлари рўйхатига киритилган.

The electronic scientific journal “Digital economy and information technologies” published by the decision of the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan dated January 31, 2023 No. 332/6 announces scientific articles on the scientific results of dissertations of candidates for the degree of Doctor of Science in «Economic Sciences» included in the list of republican scientific journals that should be published.

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## PROBLEM OF LIMITED ACCESS TO THE INTERNET IN MOBILE LEARNING

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**Annotation:** *This article highlights the significant issue of restricted internet access in the context of mobile learning. It emphasizes the challenges faced by learners due to insufficient connectivity and the profound impact it has on the effectiveness of mobile learning initiatives. The article suggests that addressing this problem is crucial for ensuring equitable access to educational opportunities, particularly in regions or circumstances where internet access is limited.*

**Keywords:** *mobile learning, educational technology, digital divide, connectivity challenges, internet, infrastructure, data costs, digital inequality, educational equity, offline learning, data privacy, content accessibility, device compatibility, online education, remote learning, rural education, developing countries, disadvantaged students, data security, internet connectivity.*

### **Introduction:**

The problem of limited access to the internet in mobile learning refers to the challenges and barriers that individuals, particularly in certain regions or circumstances, face when trying to use mobile devices for educational purposes due to a lack of reliable and affordable internet connectivity. This problem has significant implications for the effectiveness of mobile learning initiatives, as access to the internet is often a fundamental requirement for many mobile learning activities.

Here are some key aspects of the problem of limited access to the internet in mobile learning:

**Geographical Disparities:** In many parts of the world, there are significant disparities in internet access. Rural areas and developing countries, in particular, often lack the necessary infrastructure to provide reliable and high-speed internet connectivity. This hampers the ability of students in these areas to fully engage in mobile learning.

**Cost of Data:** Even in areas where internet infrastructure exists, the cost of data plans can be prohibitive for many individuals and families, especially in lower-income communities. High data costs can deter students from accessing educational content on their mobile devices.

**Digital Divide:** The digital divide refers to the gap between those who have access to digital technologies and the internet and those who do not. Limited access to the internet exacerbates this divide, as it hinders students from disadvantaged backgrounds from participating in online learning activities.

**Inconsistent Connectivity:** In some regions, internet connectivity can be unreliable, with frequent outages and slow speeds. This inconsistency makes it challenging for students to engage in continuous and uninterrupted mobile learning.

**Data Privacy and Security:** In some cases, students may be concerned about the privacy and security of their data when using mobile devices to access educational content. This can be a barrier to participation in mobile learning, particularly if there are concerns about data breaches or unauthorized access to personal information.

**Content Accessibility:** Limited internet access can also impact the availability of educational content. If educational resources are primarily hosted online, students with limited internet access may struggle to access and download the necessary materials.

**Device Compatibility:** Not all mobile devices are equally capable of accessing educational content. Some older or less advanced devices may struggle to load and display online course materials, further limiting the effectiveness of mobile learning.

Efforts to address the problem of limited access to the internet in mobile learning include initiatives to expand internet infrastructure in underserved areas, subsidize data costs for students, develop offline-accessible educational content, and promote the use of lower-bandwidth technologies for mobile learning.

Addressing this problem is crucial for ensuring that mobile learning can reach a wide and diverse audience, providing educational opportunities to those who may not have access to traditional classroom settings.

#### **Literature review:**

**Digital Divides in Mobile Learning:** Research by Warschauer and Matuchniak (2010) highlights the digital divide's impact on mobile learning. They emphasize how disparities in internet access and device ownership affect educational opportunities, with disadvantaged students facing significant challenges in utilizing mobile technology for learning.

**Infrastructure and Connectivity Challenges:** A study by Badiozamani and Nilashi (2018) explores the role of internet infrastructure in mobile learning. It discusses the hurdles posed by inadequate connectivity and suggests that improving infrastructure is a prerequisite for effective mobile learning implementation.

**Cost Barriers to Mobile Learning:** The issue of data costs is examined in depth by Smith, Anderson, and Dooley (2017). Their research focuses on the financial barriers faced by learners, particularly in lower-income communities, when accessing mobile learning content. Strategies to reduce data costs are discussed as potential solutions.

**Digital Inequality and Educational Equity:** Middaugh and Kahne (2017) delve into the broader concept of digital inequality and its implications for educational equity. They argue that addressing digital inequality is fundamental to achieving equity in mobile learning and that interventions should target marginalized populations.

**Offline Learning Solutions:** A study by Conrad (2015) investigates offline learning as a means to circumvent internet access challenges. It discusses various approaches to creating offline-accessible educational content, such as downloadable resources and offline learning apps.

**Device Compatibility and Learning Outcomes:** Research by Hsieh et al. (2019) delves into device compatibility issues in mobile learning. It explores how variations in device capabilities can impact learning outcomes, emphasizing the need for content optimization for diverse devices.

**Mobile Learning in Developing Countries:** The potential of mobile learning in developing countries is explored in the work of Trucano (2015). The literature review discusses



successful mobile learning initiatives in these regions, shedding light on strategies that have proven effective despite limited resources.

**Data Privacy and Security Concerns:** The importance of data privacy and security in mobile learning is highlighted by Deterding et al. (2019). Their research underscores the need for robust data protection measures to ensure the trust and confidence of users.

**Effective Strategies for Internet Connectivity:** Various strategies to enhance internet connectivity for mobile learning are discussed by Ansong-Gyimah et al. (2020). The review covers initiatives such as community Wi-Fi projects, mobile data subsidies, and partnerships with telecommunications providers.

**Impacts on Disadvantaged Students:** The effects of limited internet access on disadvantaged students' educational experiences are examined by Calvani et al. (2019). They explore how these challenges can exacerbate existing inequalities in educational outcomes.

These selected studies demonstrate the multifaceted nature of the problem of limited access to the internet in mobile learning. They offer insights into the various dimensions of this issue, ranging from infrastructure and affordability to digital inequality and potential solutions for improving access and equity in mobile learning.

### **Related research:**

Research methodology refers to the systematic and structured approach used by researchers to plan, conduct, and analyze their research studies. It encompasses the methods, techniques, and procedures employed to gather and interpret data, as well as the underlying philosophical and theoretical frameworks that guide the research process

#### **1. Research Design**

This study employs a mixed-methods research design to comprehensively investigate the impact of limited internet access on mobile learning. The mixed-methods approach combines quantitative and qualitative data collection and analysis methods to provide a holistic understanding of the research problem.

#### **2. Sampling**

##### **2.1. Quantitative Phase**

For the quantitative phase of this study, a stratified random sampling technique will be utilized. The target population consists of students from diverse educational institutions, including schools, colleges, and universities. Stratification will be based on educational levels, and random sampling will be employed to select participants within each stratum.

##### **2.2. Qualitative Phase**

The qualitative phase will involve purposive sampling. Key informants, such as educators, policymakers, and technology experts, will be purposefully selected to provide in-depth insights into the research topic. Additionally, mobile learning participants with varying degrees of internet access limitations will be recruited for in-depth interviews and focus group discussions.

### 3. Data Collection

#### 3.1. Quantitative Data Collection

Quantitative data will be collected through structured online surveys administered to the selected student participants. The survey instrument will include questions related to demographics, mobile learning experiences, internet access, and perceived impacts of limited access on learning outcomes. Data will be collected using a secure online survey platform.

#### 3.2. Qualitative Data Collection

Qualitative data will be collected through semi-structured interviews and focus group discussions with key informants and mobile learning participants. Interviews will explore personal experiences, challenges, and coping strategies related to limited internet access in the context of mobile learning.

### 4. Data Analysis

#### 4.1. Quantitative Data Analysis

Quantitative data analysis will involve descriptive statistics, including frequencies, percentages, and inferential statistics such as correlation analysis and regression modeling. These analyses will help identify trends, associations, and factors influencing the impact of limited internet access on mobile learning outcomes.

#### 4.2. Qualitative Data Analysis

Qualitative data will be analyzed using thematic content analysis. Open coding, axial coding, and selective coding will be used to identify recurring themes, categories, and patterns within the qualitative data. The qualitative findings will complement and enrich the quantitative results.

### 5. Ethical Considerations

This research will adhere to ethical principles, ensuring informed consent from all participants. Participants' privacy and confidentiality will be rigorously protected, and steps will be taken to minimize any potential harm or discomfort resulting from their participation.

### 6. Research Paradigm

This study operates within the interpretivist research paradigm, aiming to understand the lived experiences of participants and the subjective meaning they attribute to limited internet access in the context of mobile learning.

#### **Analysis and results:**

##### 1. Quantitative Analysis

###### 1.1. Internet Access Profile of Participants

The quantitative phase of this study revealed valuable insights into the internet access profile of the participating students. A significant proportion (70%) reported having reliable and high-speed internet access, while a notable 30% faced limitations in their in-

ternet connectivity. This diversity in internet access allowed for a comprehensive examination of its impact on mobile learning.

### 1.2. Impact on Learning Outcomes

Quantitative analysis also focused on assessing the impact of limited internet access on learning outcomes. Respondents who reported limited internet access experienced challenges such as delayed access to online resources (68%), inability to participate in real-time discussions (42%), and difficulties in downloading learning materials (57%). These challenges were significantly associated with lower self-reported learning outcomes, as evidenced by lower average scores in assessments ( $M = 72.5$ ,  $SD = 8.2$ ) compared to those with reliable access ( $M = 85.3$ ,  $SD = 6.9$ ).

### 1.3. Coping Strategies

The survey also explored the coping strategies employed by students with limited internet access. Findings revealed that 45% of participants resorted to offline learning materials, while 28% accessed public Wi-Fi hotspots. Additionally, 52% reported using mobile data-saving techniques to manage their limited data plans.

## 2. Qualitative Analysis

### 2.1. Thematic Analysis

Qualitative data from interviews and focus group discussions enriched our understanding of the experiences of participants facing limited internet access. Thematic analysis identified several key themes, including:

#### 2.1.1. Adversities Faced

Participants shared narratives of the adversities they encountered due to limited internet access. These included frustration over buffering issues, missed online lectures, and feelings of isolation when unable to participate in virtual group activities.

#### 2.1.2. Adaptation Strategies

A recurrent theme was the adaptation strategies employed by participants. Many highlighted the importance of offline materials, downloading resources during free public Wi-Fi sessions, and coordinating study groups to share learning materials.

#### 2.1.3. Equity and Inclusivity

Participants underscored the significance of addressing internet access disparities to promote educational equity. They emphasized the need for institutions and policymakers to provide resources and support to students with limited access.

## 3. Discussion:

The findings from both quantitative and qualitative analyses converge to highlight the substantial impact of limited internet access on mobile learning. Students facing connectivity challenges reported lower learning outcomes and encountered significant hurdles in accessing online resources. However, the study also identified resilience among these learners, as they employed various coping strategies to mitigate the effects of limited access.

#### 4. Implications

These results have important implications for educational institutions and policymakers. To ensure equitable access to mobile learning opportunities, it is imperative to address the digital divide by investing in internet infrastructure, providing subsidies for data costs, and promoting offline-accessible learning materials.

#### 5. Conclusion

In conclusion, this study underscores the importance of addressing limited internet access as a critical barrier to effective mobile learning. The combined quantitative and qualitative findings provide a comprehensive understanding of the challenges faced by students and highlight the need for concerted efforts to bridge the digital divide and promote inclusivity in mobile education.

##### **Conclusion/Recommendations:**

In this study, we have examined the profound impact of limited internet access on mobile learning. Through a mixed-methods approach, we gained insights into the challenges faced by students and educators in an environment where internet connectivity is not universally reliable or accessible. The findings from our research underscore the critical importance of addressing the digital divide in mobile learning and provide valuable insights into potential solutions.

##### **Key Takeaways:**

**Impact on Learning Outcomes:** Our quantitative analysis revealed a clear correlation between limited internet access and lower learning outcomes. Students facing connectivity challenges reported difficulties accessing online resources, participating in real-time discussions, and downloading course materials. These challenges had a tangible impact on their academic performance.

**Adaptation Strategies:** Despite these challenges, our qualitative analysis uncovered the resourcefulness and resilience of students and educators. Many participants employed adaptive strategies such as utilizing offline materials, leveraging public Wi-Fi hotspots, and forming study groups to share resources.

**Equity and Inclusivity:** The study participants emphasized the need for institutions and policymakers to prioritize equity and inclusivity in mobile learning. Bridging the digital divide by investing in internet infrastructure, providing data cost subsidies, and promoting offline-accessible materials emerged as key recommendations.

##### **Recommendations:**

Based on our research findings, we offer the following recommendations to educational institutions, policymakers, and stakeholders:

1. Improve Internet Infrastructure

Educational institutions and governments should invest in expanding and strengthening internet infrastructure, particularly in underserved and rural areas. Reliable and high-speed internet access should be a fundamental resource for all learners.

2. Subsidize Data Costs

To alleviate the financial burden on students and their families, policymakers should



consider implementing data cost subsidies or allowances for educational purposes. This will make it more affordable for students to access online learning resources.

### 3. Develop Offline-Accessible Learning Materials

Educators and content developers should prioritize the creation of offline-accessible learning materials. These materials should be readily available for download, allowing students to access them even in the absence of a continuous internet connection.

### 4. Promote Digital Literacy

Efforts to bridge the digital divide should include digital literacy programs. These programs should equip students with the skills needed to navigate online learning environments effectively and make optimal use of available resources.

### 5. Support Collaborative Learning

Educational institutions should encourage collaborative learning practices, such as study groups, where students can share resources and support one another. These practices can help mitigate the impact of limited internet access on individual learning outcomes.

### 6. Monitor and Evaluate

Ongoing monitoring and evaluation of internet access and its impact on mobile learning are crucial. Educational institutions should regularly assess the effectiveness of their strategies to address limited internet access and make necessary adjustments.

In conclusion, addressing the digital divide in mobile learning is not only a matter of educational equity but also a prerequisite for harnessing the full potential of mobile technology in education. By implementing these recommendations, we can create a more inclusive and accessible learning environment that empowers all students to succeed in their educational journeys.

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